



FLORIDA DEPARTMENT OF
EDUCATION
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Pre-K Contacts' Conference



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Building Inclusive Opportunities: WE ALL WIN WHEN WE PLAY IN THE SANDBOX TOGETHER!



Pre-conference Session

Indicator 6
LRE

Wednesday, February 19, 2020
9:30 am – 11:30 am

What is Indicator 6?

Indicator 6 measures the percent of preschool children with Individual Education (IEP's) who received special education and related services in setting with typically developing peers.

Least Restrictive Environment is Important: **LRE Requirements**:
since 1975 (Education of the Handicapped Act) now IDEA:

- *“to the maximum extent appropriate, children with disabilities must be educated with children who are not disabled”*
- *“Special classes, separate schools, or removal of children from the regular education environment occurs only when the nature or severity of the disability is such that use of supplementary aids and services cannot be achieved successfully”*

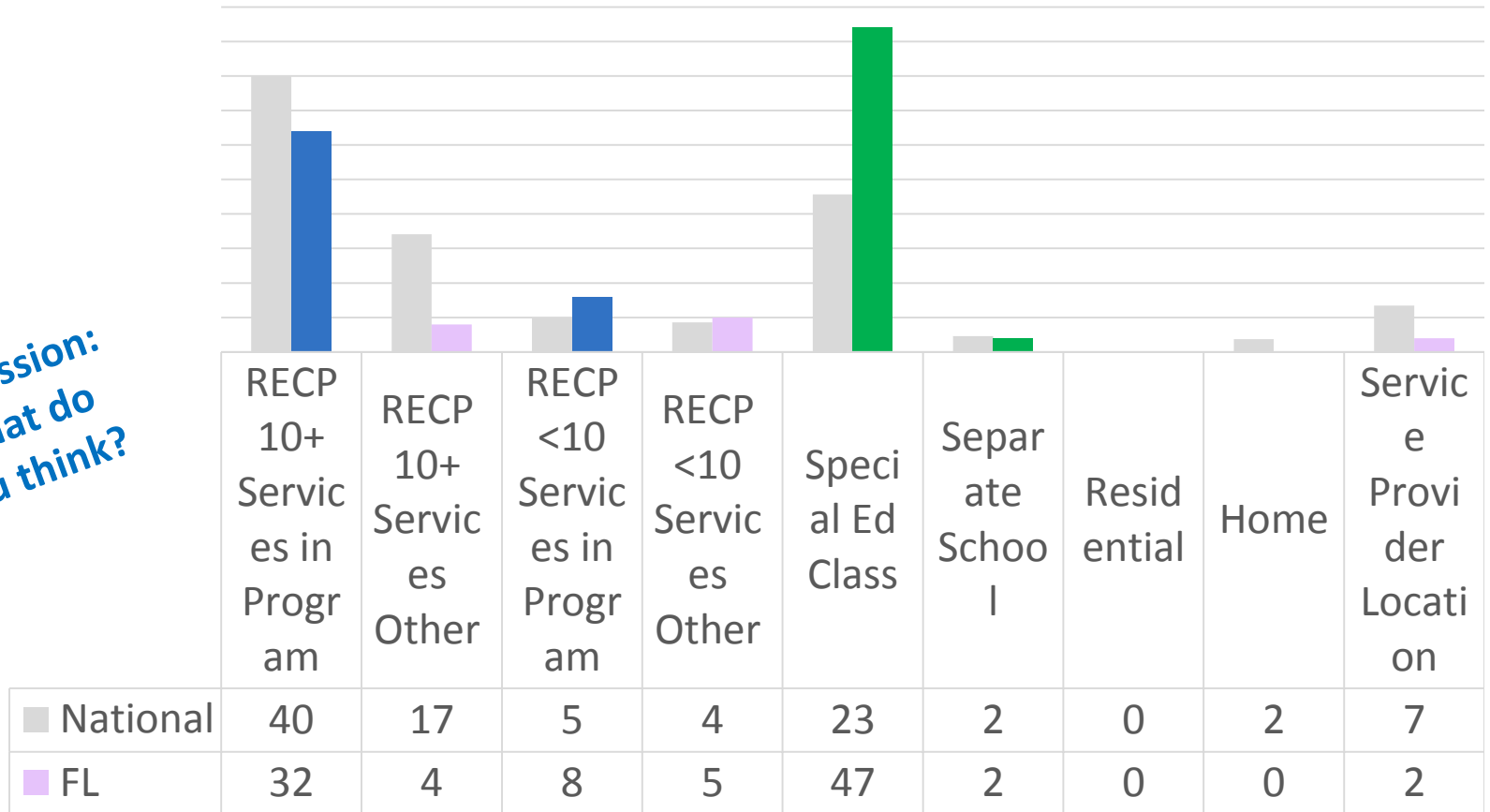
LRE is based on the needs of the child.

LRE is determined by the IEP team after careful review of data and information about the child's needs.

Indicator 6 focuses on the mandate that children with disabilities receive their special services in **inclusive settings**.

How Florida Measures Up

?
Discussion:
What do you think?



Summary: FL is 8% below National for children served in regular settings.

Summary: FL is 24% higher than National for children served in special classes.

Educational Responsibilities

Each public agency must ensure that:

- ❑ To the **maximum extent appropriate**, children with disabilities, including children in public or private institutions or other care facilities, **are educated with children who are nondisabled**; and
- ❑ Special classes, separate schooling, or other **removal of children with disabilities from the regular educational environment occurs only** if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Educational Responsibilities

- ❖ Provide a Free Appropriate Public Education to children with disabilities including children aged 3-5 in the Least Restrictive Environment (LRE).
- ❖ Make available the opportunity for placements in regular early childhood programs for preschool children if necessary to meet a preschool child's needs with disabilities.
- ❖ If the district does not have a preschool program they must explore other options in the community.



Share something about your district:

Something good for children

A new or developing program

Improvements in an Outcome area

Teacher training or teacher retention



Discussion of Guiding Questions

Overview:

1. Accurate and Timely Data Entry
2. Improving Accuracy and Analyzing Data
3. Increasing Inclusive Opportunities by Exploring Resources and Partnerships
4. Implementing Effective Practices for Inclusion

Discuss your strengths related to Indicator 6 and the factors listed above. How are they strengths?

Accurate and Timely Data Entry

- 1a. Person to develop and coordinate the process for entering environment codes?
- 1b. Coordination with staff assigned to enter data?
- 1c. Staff training?
- 1d. Ensure that data has been entered correctly into SIS?
- 1e. Communication forms for recording information?
- 1f. System with staff to reflect current or change in LRE or change in programs?

Improving Accuracy and Analyzing Data

- 2a. Process for running reports in order to make corrections?
- 2b. System for identifying errors in data entry?
- 2c. Use error data to guide training?
- 2d. System for re-training and providing updates and reminders?
- 2e. Establish goals for timelines and accuracy?
- 2f. Use data for setting goals to provide supports for inclusive settings?
- 2g. Use data to establish targets for quality improvement?

Increasing Inclusive Opportunities

3a. Examine characteristics of district programs for strengths and barriers related to inclusion?

3b. Organize and record information about your district program's locations and staffing models?

3c. Teams to identify resources and partnerships?

3d. Enlist collaborative partners for discussions?

3e. Develop plans for contacting and scheduling meetings for next-steps with potential partners?

Implementing Effective Practices

- 4a. Survey of district staff to determine strengths and barriers related to high quality?
- 4b. Conduct professional development based on surveys and input from staff?
- 4c. Use data to develop staff training:
 - curriculum?
 - social skills?
 - communication?
- 4d. Professional development and emphasis on:
 - Universal Design for Learning (UDL)
 - Differentiated Instruction
 - Florida Early Learning and Developmental Standards (FELDS)
- 4e. System for progress monitoring?
- 4f. System for information related to staff certification, retention, roles?
- 4g. Plan for determining strengths and barriers related to staff credentials?

Take a Closer Look



Steps to Quality Indicator 6: Self-Assessment and Planning Guide

The purpose of this document is to assist the participant in examining specific aspects of programs related to inclusive practices.

Rating Scale: 1. Not yet 2. Planning, not implemented 3. In process partially implemented 4. In place fully

Take a Closer Look



Determining Priorities

Indicator 6: Self-Assessment and Planning Guide - Part 2

Rating Scale: 1. Not yet 2. Planning, not implemented 3. In process partially implemented 4. In place fully

2. Improving Accuracy and Analyzing Data	Rating	Evidence - what does it look like?	Comments (next steps, priorities)
2a. Have you established a date to run report (F71000) prior to Survey 2 (October) with enough time to make corrections? Contact your district MIS (Management Information Systems) staff and request a copy of final report before sending to DOE.	2		It's hard to communicate with our MIS person to get a report. NS- schedule a meeting to explain what we need
2b. Do you have a system for identifying errors in data entry by comparing to students' service delivery models in order to determine trends?	2		same as above, don't get error info in timely manner
2c. Do you examine trends in data errors as they relate to staff training, programs, and dissemination of information?	3	staff training at beginning of school year	sometimes they move or forget, not time for follow up NS - make a plan for this
2d. Have you developed a system for re-training staff and for providing instructions and updates about the requirements of reporting data for LRE. Utilize a process decision tree along with scenario examples of environmental codes?	1		
2e. Do you use data from Indicator 6 reports to establish goals for timely, accurate data entry	2		we have goals but don't have a plan yet
2f. Do you use data from Indicator 6 reports to establish goals for providing supports for increasing inclusive environments?	2	discussions with decision makers	professional development NS - would like to discuss inclusion with admin and principals
2g. Do you use data from Indicator 6 reports to establish targets for quality improvement in programs?	1		part of data does not seem reliable for planning

Consider this example:

How could you prioritize?

- Which have been started and need a plan for continuation?
- Which indicators have not been started yet?
- Which seem most important for moving forward with data accuracy?
- Which seem most important for moving forward with increasing inclusion opportunities?
- Which might be most difficult to accomplish?
- Who will you need to enlist to assist you?

Making it Happen!



Examine the data
Assess Strengths and Barriers
Communicate
Make a Plan – Get Started

How can TATS help you?



Enjoy the Pre-K Contacts' Conference

There's Lots of Info to Help You GET STARTED

Developing Partnerships

Identifying Strengths and Barriers

Resources and Ideas

Collaboration Lab and Strategic Planning Sessions